



THE  
**MALLING**  
SCHOOL

**The Malling School**

**Recruitment Pack**

## **Teacher of Science**



**The Malling School**

**Beech Road**

**East Malling**

**Kent**

**ME19 6DH**

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## Letter from John Vennart – Headteacher

Dear applicant,

Thank you for expressing an interest in a position at The Malling School. I hope this letter, along with the other documentation you find in the application pack and on our website, will encourage you to make an application.

It was a real privilege to be appointed as the new Headteacher of The Malling School in September 2018. Students, parents and staff are extremely proud of our school and the work that we do. The Malling School is a happy and caring place for young people to learn. We have fantastic facilities and an extremely talented team who are fully committed to our students. All our staff have the highest aspirations for our students and encourage them to have the confidence to believe in themselves.

We are fully committed to developing our staff at The Malling School. We have a very open and supportive strategy to improve teaching and learning. All teaching staff have regular developmental learning walks every term. Strengths and areas to develop are discussed in termly one to one meetings with line managers. We have no formal observations or grading of lessons and invest our training time into the long-term progress of all our teachers. Our strategy to improve outcomes for our students is not through short term unsustainable Y11 intervention but through continuing to improve our daily practice in every classroom for every year group. We aim to make every lesson count by challenging our students, planning carefully for misconceptions and teaching to the top.

We have a strong behaviour for learning policy at our school. All staff receive regular informal behaviour for learning training to ensure we are consistent in our application of the policy. Students are very clear around our high expectations of behaviour and attitude in every classroom. The key to the success of the policy is the proactive targeting of poor work ethic and low-level disruption by every teacher. Students that slow down the pace of learning are transferred by our senior leaders. All transfers from lessons are monitored and escalating sanctions and support are put in place for students that receive repeated transfers. We have an excellent behaviour hub that has been created to ensure that consistent support and sanctions are applied across all houses.

The leadership team ensures that all our improvement strategies are clearly communicated to staff, effectively piloted, evaluated and well thought through. Our key principle when introducing any new initiative is to ensure that there is no unnecessary workload and that it has a high impact on student progress. Staff and student well-being are extremely important to us at The Malling School and are a major part of our School Improvement Plan.

Our key work over the next two years is to improve outcomes of our students continuing to ensure that our school is a happy and caring place for young people to learn.

Please take some time to look at our website and get a feel for the kind of school we are, as we believe that fitting in with our philosophy is essential for you to be happy working at our school.

Thank you for taking an interest in our school and I hope that I have the opportunity to meet you soon.

Yours sincerely



John Vennart  
Headteacher

## **The Malling School**

A mixed 11-19 co-educational High School of 900 pupils serving the historic market town of West Malling and surrounding villages. The school is set in pleasant rural surroundings and has its own lake and extensive grounds. It was completely re-built in September 2007 and therefore has outstanding facilities.

West Malling is close to the county town of Maidstone and has excellent rail links to London and Ashford International (for the Continent).

This is an exciting time to be joining the staff of The Malling School.

Our school is increasingly becoming the first-choice school for parents. As a result, we are currently oversubscribed. We have robust behavioural systems and Developmental Learning Walks, rather than formal observations. All of which allow a teacher to flourish and do what they do best – teach!

The Malling School was graded 'Good' by Ofsted in May 2015 and many outstanding features were cited in the report.

We provide a very supportive environment in which staff can further develop their skills and we ensure every new member of staff has access to a trained coach. With close teams of teachers and non-teachers working together we take a collaborative approach to school improvement and have a shared aim of providing the very best education for our pupils.

We offer an extensive and individualised training programme tailored around training needs identified by our staff. We encourage staff to take calculated risks in striving to be the very best and will never stifle innovation. Our philosophy is one where leaders are trusted to lead and teachers trusted to teach.

## Extract from Safeguarding Policy

### Introduction and Ethos

The Malling School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. The Malling School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

The Malling School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- That schools are an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

## **Job Description**

**Job Title:** Teacher of Science  
**Grade:** MPS + TLR  
**Responsible to:** Director of Science

### **Purpose of the job:**

To make a major contribution to the teaching and learning in the department. To contribute to the personal and social development of all pupils.

### **Principal Responsibilities**

#### **Classroom experiences for the pupils**

- To teach good or better lessons
- To set high standards in line with teacher standard number 1
- To meet the teacher standard number 2 and to ensure pupils all make expected or better progress
- To meet teacher standard 3 and to promote and use effective literacy and numeracy strategies in lessons to support pupil progress
- To meet teacher standard 4 and to plan and deliver the curriculum for each designated class and to contribute to curriculum development within the department and to set and mark homework on a regular basis in line with school and department policy
- To meet teacher standard 5 including to provide differentiated experiences within lessons
- To meet teacher standard 6 and to mark and assess all pupil work and to keep clear records in line with department policy and National Curriculum guidelines
- To meet teacher standard 7 and to be responsible for the good conduct of all pupils in your charge and to make effective use of the school's systems of rewards and sanctions
- Work in collaboration with TAs and LSAs attached to any teaching group

#### **Effective use of human and material resources within the subject/department**

- To be involved with the development and review of schemes of work in your subject area/department
- To contribute to the effective development of subject resource banks of materials
- To be accountable for all resources within your teaching base and used by pupils in your charge

#### **Accountable for a tutor group of pupils within the school**

- To register the group and carry out all the functions of the form tutor as stated in the staff handbook

- To attend all tutor meetings
- To engage in the planning of activities for tutor time
- To complete all reports according to school policy and to attend all liaison meetings with parents

#### **Wider school activities**

- To engage in award evenings and other school events
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for pupils
- To work effectively in a team
- To meet Teacher Standard 8

#### **Personal and Professional Conduct**

- To meet the Teacher Standards (September 2012).

#### **Health & Safety**

- To promote and comply with the school's policies on Equal Opportunities and Health and Safety both in the delivery of services and the treatment of others

#### **Safeguarding**

The Malling School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by The Malling School. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Child Protection Officer.

This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions document and reflects the policies agreed by the Governors. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time. This job description will be reviewed regularly and is an integral part of the appraisal and line management process.



## Person Specification

**Job Title:** Teacher of Science

**Grade:** MPS +TLR

**Responsible to:** Director of Science

The person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet and demonstrate the requirements of the person specification. This information will be obtained from your application form and statement of suitability.

The Malling School welcomes applicants from new and experienced teachers, late entrants, returners to the profession, and those wishing to re-train. We seek to build a team which offers a variety of life experiences and role models to our pupils. We welcome applications from both primary and secondary trained applicants.

Ability to: -

- be able to work as part of a team
- organise work effectively
- develop and deliver appropriate schemes of work and lesson plans
- motivate pupils to achieve the highest standards, providing them with the necessary skills to equip them for their lives after school
- communicate effectively
- to be ICT literate
- to have a positive attitude to feedback and development, with the aim of enhancing pupil attainment and experience.
- establish cross-curricular links/projects with other subjects
- manage and use situations as opportunities rather than problems
- communicate effectively to a wide variety of audiences
- establish positive relationships and effective powers of discipline

### Qualifications

- Teaching qualifications or the willingness to gain Qualified Teacher Status via School Direct or equivalent.
- Recent relevant professional development courses



## **The Application Process**

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

All completed application forms must be submitted via the TES or Kent Teach website or sent either electronically to [HR@themallingschool.kent.sch.uk](mailto:HR@themallingschool.kent.sch.uk) or by post to the following address:

HR Team  
The Malling School  
Beech Road  
East Malling  
Kent  
ME19 6DH

## **The Shortlisting and Interview Process**

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed and provided with full details of the interview programme. If you have not heard from us within four weeks of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Photo ID

## **Conditional Offer**

Any offer of employment will be conditional upon the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Satisfactory online check
- Satisfactory completion of a Health Assessment
- Satisfactory completion of six-month probation period (where relevant)
- Satisfactory checks, as may be required in accordance with statutory guidance, if you have worked or been resident overseas in the previous five years.

## **Retention of information**

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

## **Privacy Notice for job applicants**

Under data protection law, individuals have a right to be informed about how the school uses any personal data we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about individuals applying for jobs at our school. We, The Malling School, are the 'data controller' for the purposes of data protection law. Successful candidates should refer to our privacy notice for the school workforce for information about how their personal data is collected, stored and used. Our workforce privacy notice is available from the school website or by email the school office; [office@themallingschool.kent.sch.uk](mailto:office@themallingschool.kent.sch.uk)